DOCUMENT RESUME

ED 127 746 EC 090 974

AUTHOR	Peterson, Reece L.
TITLE	Mainstreaming Training Systems, Materials, and Resources: A Working List. Third Edition.
INSTITUTION	Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
PUB DATE	Aug 76
NOTE	28p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Exceptional Child Education; *Handicapped Children; *Institutes (Training Programs); *Instructional Materials; *Regular Class Placement; *Resource Centers; Resource Guides

ABSTRACT

Provided is a working list of 23 training systems, materials, and resources on mainstreaming identified by the Leadership Training Institute/Special Education. Each one-page entry usually includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are resources with the following titles: "All Together Now--Presentations from the CEC (Council for Exceptional Children) Invisible College on Mainstreaming"; "Competencies for Teaching--Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction"; "Computer Assisted Renewal Education (CARE)"; "Council for Exceptional Children Information Center"; "Directory of Training Materials from the Center for Innovation in Teaching the Handicapped"; "Exceptional Teaching; Fundamentals, Operations, Resources, Environment (FORE)"; "The Handicapped Child in the Regular Classroom"; "Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, and Central Staff"; "Leadership Training Institute/Special Education"; "Learning Opportunities for Teachers"; "Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)"; "The Lexington Teacher Training Project"; "National Center for Educational Media and Materials for the Handicapped"; "National Instructional Materials Information System (NIMIS)"; "The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems--A Preservice Training Project"; "The Principals Training Program (PTP); Public Law 94-142"; "Special Education Administration Simulation in Monroe City (SEASIM)"; "Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas"; "Special Education Administrators Training Project (SEATP)"; "The Teacher Training Program (TTP)"; and "Upset in Polymer--An Experience in Mainstreaming". (SB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED127746

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAINSTREAMING TRAINING SYSTEMS, MATERIALS, AND RESOURCES

A WORKING DRAFT

REECE L. PETERSON

Leadership Training Institute/Special Education
253 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-4854

Third Edition
August 9, 1976

EC090774

Mainstreaming Training Systems, Materials, and Resources:

A Working List

The following is a beginning list of "mainstreaming" training systems, materials, and resources identified by the Leadership Training Institute/Special Education. No endorsements of any kind are implied for the materials or services contained on this list. The LTI hopes to continually expand this beginning list to include as many such training resources as can be identified, and to share this information with interested projects and individuals. Additions and corrections are welcome.

Contents

All Together Now: Presentations from the CEC Invisible College on Mainstreaming
Competencies for Teaching: Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction
Computer Assisted Renewal Education (CARE)
Council for Exceptional Children Information Center
Directory of Training Materials from CITH
Exceptional Teaching
Fundamentals, Operations, Resources, Environment (FORE)
The Handicapped Child in the Regular Classroom
Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, & Central Staff
Leadership Training Institute/Special Education
Learning Opportunities for Teachers
Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)
The Lexington Teacher Training Project
National Center for Educational Media and Materials for the Handicapped
National Instructional Materials Information System (NIMIS)
The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems: A Preservice Training Project
The Principals Training Program (PTP)
Public Law 94-142
Special Education Administration Simulation in Monroe City (SEASIM)
Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas
Special Education Administrators Training Project (SEATP)
The Teacher Training Program (TTP)
Upset in Polymer: An Experience in Mainstreaming

Additions:

ALL TOGETHER NOW:

PRESENTATIONS FROM THE CEC INVISIBLE COLLEGE ON MAINSTREAMING

Purpose: These presentations provide a variety of professional viewpoints, research, and suggestions related to the process of mainstreaming handicapped children.

Brief Description of Materials or Service: An album of six audiotape cassettes and two books (1974). The recordings are conference presentations by special education specialists, state education personnel, local administrators, consulting and resource teachers, a teacher educator, and a management consultant. 1974.

Address and Phone:

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

(703) 620-3660

Additional Description: The tapes included in the album are:

Tape 1: Mainstreaming: What Is It?

Tape 2: Planning at the State Level

Tape 3: Leadership of District Administrators

Tape 4: Teachers Help Teachers

Tape 5: Resource Rooms

Tape 6: Facilitating Change

The books included in the album are Mainstreaming: Educable Mentally Retarded Children in Regular Classes and Mainstream Currents: Reprints from Exceptional Children 1968-1974, which are also available separately.

COMPETENCIES FOR TEACHING:

TEACHER EDUCATION, INDIVIDUAL INSTRUCTION, CLASSROOM INSTRUCTION, AND THERAPEUTIC INSTRUCTION

Purpose: Competencies for Teaching attempts to meet the need for a systematic competency-based teacher education program based on a scientific study of effective teacher performance. The program attempts to integrate theory, methodology, simulation, and practice teaching into a competency-based system with an equally effective system for accountability.

Brief Description of Materials or Service: The series consists of four self-instructional volumes which can be used independently of each other, or, when adopted for courses in the appropriate sequence, constitutes a complete system of competency-based teacher education. The program is suitable for both preservice and inservice use. 1975.

Contact Person: Laurence J. Peter (author)

Address and Phone: Attn: Carol Butterfield
College Services Director
Wadsworth Publishing Company, Inc.
10 Davis Drive
Belmont, California 94002

(415) 592-1300

Additional Description: Competencies for Teaching: Teacher Education serves two related purposes. First, it is a manual of instructions for installing and operating the Competencies for Teaching system as a teacher education program; second, it is a textbook for students in teacher education. The first three volumes of Competencies for Teaching - "Individual Instruction," "Classroom Instruction," and "Therapeutic Instruction" - can be used independently as texts for teacher education courses. "Individual Instruction" is a suitable text for courses in individualizing instruction and in competency-based instruction with accountability. "Classroom Instruction" can be used in education courses in instructional objectives and classroom management. "Therapeutic Instruction" is appropriate for introductory courses in instructing exceptional children.

Through a developmental sequence, the program not only assures that the student is acquiring knowledge of the "why" but performance skills as well. For example:

VOLUME I: INDIVIDUAL INSTRUCTION is studied prior to the more complex process of group instruction. Once the student acquires the skills of interacting with one pupil, the next step would be:

VOLUME II: CLASSROOM INSTRUCTION. From here, the student goes into

VOLUME III: THERAPEUTIC INSTRUCTION which deals with the acquisition of competencies required for effective parent-teacher conferences, inter-disciplinary communication, and counseling, as well as the skills needed in teaching handicapped children.

A student who has completed these three phases may decide to move into

VOLUME IV: TEACHER EDUCATION and acquire the competent skills required for teaching prospective teachers how to teach.

To help the student gain the maximum from this program, Volumes I, II, and III each provide:

a) a textbook that presents theory and methods of instruction;
b) a workbook that provides programmed instruction and simulation exercises; and
c) a recordbook for keeping an account of field experience.

COMPUTER ASSISTED RENEWAL EDUCATION (C.A.R.E.)

(COMPUTER-BASED INSERVICE TEACHER EDUCATION FOR

MAINSTREAMING HANDICAPPED CHILDREN)

Purpose: CARE is part of a plan to meet a nationwide need for retraining inservice teachers to provide appropriate educational experiences to mildly handicapped children integrated into regular elementary school classrooms. In 1970, the Computer Assisted Renewal Education (CARE) curriculum was developed at Penn State University to educate inservice teachers to teach mildly handicapped children in regular classrooms.

Brief Description of Materials or Service: Penn State University has developed a series of self contained, college-level, computer-assisted instruction (CAI) courses called CARE: Computer Assisted Renewal Education which help regular classroom teachers develop clinical sensitivity and diagnostic awareness of the strengths and weaknesses of handicapped and normal children. CARE is principally oriented toward preschool and primary-level elementary teachers because unrecognized problems and resulting lack of remedial treatment at this stage in a child's development may cause the child to be academically retarded by the age of 9 or 10 years. However, the courses are also of interest to secondary teachers, principals, administrators, special class supervisors, special education teachers, school nurses, psychologists, aides, special service personnel, and day care workers.

Instructional lessons are delivered to students at interactive computer terminals allowing the student to progress from one unit of the course to another at his own pace. The terminal contains a plasma display panel, keyborad, touch sensitive screen, and full color random access microfiche image projection. Learners respond to questions via the keyboard or the finger-sensitive panel by touching areas of the display screen.

Address and phone: CARE Instructional Coordinator
The Pennsylvania State University
Computer Assisted Instruction Laboratory
201 Chambers Building
University Park, Pennsylvania 16802

(814) 865-0471

Additional Description: The CARE courses will be available as a set of twenty separate modules varying in standard academic credits from one-fourth to one credit. The modules can also be assembled as three complete college-level courses totaling nine semester credits. The modular CARE materials will permit an instructor or the students at an Education Center to choose modules which most closely fit local objectives or student needs. The modular format of CARE has been especially effective for teachers seeking certification and students who wish to satisfy prerequisites or deficiency credit degree requirements. The modular format is especially well suited to competency based programs.

The courses are: CARE 1, Early Identification of Handicapped Children, designed to prepare inservice preschool and primary level teachers to know the characteristics of and be able to identify handicapped children. The primary objective of CARE 2, Diagnostic Teaching of Preschool Children, is to teach regular and preschool teachers, teacher's aides, child care workers, and child development workers to work effectively with children who have learning disability, mental retardation, cultural disadvantage, and emotional disturbance. CARE 3, Diagnostic Teaching of Primary Children, has essentially the same objectives as CARE 2 except that the focus is on teaching primary children. CARE 4, Education of Visually Handicapped Children, is a course designed to equip regular classroom teachers with the knowledge and skills necessary to manage within regular classes the instruction of children who have partial vision and those who are blind.

This education was developed for delivery via a mobile computer-based facility. In response to the ever-increasing nationwide need for inservice teacher education, Penn State will convert the CARE curriculum to a new computer system which will permit terminals to be placed anywhere in the Nation, requiring a minimal investment of resources and technological expertise.

The implementation plan requires close coordination between the central computer site (Penn State University) and Regional Sponsoring Agencies to establish and operate effective Education Centers. The central system would provide the central facilities and service for terminals throughout the nation. Penn State would operate the system, provide the initial set of teacher education curriculum materials on the system and maintain and update the courses to meet changing educational needs.

COUNCIL FOR EXCEPTIONAL CHILDREN

INFORMATION CENTER

Purpose: The Council for Exceptional Children (CEC) Information Center is set up to provide a comprehensive data base of professional information, literature, and material on the education of handicapped and gifted children.

Brief Description of Materials or Service: The Council for Exceptional Children, as the major professional association in the education of handicapped children, provides a variety of products and services related to practice, training, and research for education professionals working with exceptional children.

Address and Phone:

Council for Exceptional Children Information Center
1920 Association Drive
Reston, Virginia 22091

(800) 336-3728

(In Virginia call 703/620-3660 collect)

Additional Description: CEC maintains a comprehensive data base of professional material on the education of handicapped and gifted children. (In contrast, NIMIS of NCEMMH is designed to provide information about teaching and instructional materials themselves, rather than about the professional literature.)

The CEC Information Center also produces information products in both print and nonprint formats. Products and services such as the following are available for purchase: topical bibliographies giving an overview of the significant historical and current literature on a given topic; custom computer searches of the twenty thousand citations in the CEC data base; Selective Dissemination of Information (SDI), a literature awareness service; Exceptional Child Education Abstracts (ECEA), a quarterly, indexed publication containing bibliographic information and an abstract of all literature acquired by the CEC Information Center and stored in its computer data base; CEC periodicals, such as Exceptional Children, Teaching Exceptional Children, Insight, Education and Training of the Mentally Retarded, and newsletters; almost a hundred other publications and nonprint products; and the CEC microform library, which contains in microfilm the entire historical collection of CEC periodicals and other publications. The CEC Information Center was established in 1966.

DIRECTORY OF TRAINING MATERIALS FROM

THE CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED

Purpose: The Center for Innovation in Teaching the Handicapped is currently in its seventh year as a federally funded (Bureau of Education for the Handicapped) research and development facility. Its focus in recent years has been on the design, development, and systematic evaluation of instructional materials for teacher trainers and preservice and inservice teachers of mildly handicapped children. The ultimate goal of CITH's activities is to improve the instructional accomodation and social assimilation of these children by improving teacher training.

Brief Description: This Directory of CITH Training Materials contains information on a variety of games, simulations, and multimedia packages designed by CITH for use with preservice and inservice teachers. Some of these materials are still at the prototype and evaluation stages; others are available for distribution. Those materials which may currently be purchased from CITH are priced on the Table of Contents of this Directory. Further ordering information should be addressed to:

Address & Phone: Dissemination and Retrieval Unit
Center for Innovation in Teaching the Handicapped
2805 East 10th
Bloomington, IN 47401

Additional Description: Contents:

TIPS FOR TEACHERS: PREINSTRUCTIONAL COMPETENCIES
- Specifying Behavioral Objectives ($30)
- Concept Analysis ($30)
- Task Analysis ($30)
- Lesson Planning Through Task Analysis ($30)
- Lesson Planning Through Concept Analysis ($30)
- Choose a Curriculum Package ($30)
- Instructional Games for Handicapped Children ($30)
- Teacher-Made Reading Materials for the Handicapped ($30)
- Classroom Charts for Handicapped Children ($30)
- Classroom Graphics for Handicapped Children ($30)
- Designing Tutoring Materials ($30)

TIPS FOR TEACHERS: INSTRUCTIONAL COMPETENCIES
- Using Volunteers in the Classroom ($30)
- Parents as Partners in Teaching Handicapped Children ($30)
- Observing and Recording a Child's Behavior ($30)
- Informal Reading Inventory ($30)
- Teaching Reading to Handicapped Children ($30)
- A Decision-Making Model for Teaching the Handicapped ($30)
- Personalized Questions ($30)
- Troubleshooting in Teaching Concepts ($30)
- Improving Spelling Skills in Handicapped Learners ($30)
- Designing Art Experiences: Body Concepts ($30)

INSTRUCTIONAL DEVELOPMENT FOR TRAINING TEACHERS OF EXCEPTIONAL CHILDREN
- How to Develop Teacher-Training Materials ($30)
- How to Analyze Your Trainee ($30)
- How to Analyze Teacher Training Tasks ($30)
- How to Analyze Teacher Training Concepts ($30)
- How to Develop Structured Roleplay Materials ($30)
- How to Develop Teacher Training Games ($30)
- How to Develop Audiovisual Training Modules ($30)

GAMES AND SIMULATIONS
- Upset in Polymer: An Experience in Mainstreaming ($30)
- Naked Monsters ($4)
- GAMEgame ($1)
- Behavior Management Training Program
  - Simulation Manual (1 per student) ($4)
  - Instructor's Manual (1 per instructor) ($3)
  - Roleplaying Materials Manual (1 for each group of 5) ($5)

TRAINING PACKAGES ON OBSERVATION SYSTEMS
- Individual Cognitive Demand Schedule Training Package ($6.50)
- Indiana Behavior Management System-II Training Package ($6.50)
- Indiana Pupil Participation Schedule Training Package ($6.50)
- Affective Education Manual for Teachers ($3)

EXCEPTIONAL TEACHING

(A Multimedia Training Program)

Purpose: This new program trains future and practicing special education teachers in diagnostic-prescriptive teaching. It supplies useful instructional instructional strategies, practical behavioral principles, daily classroom management techniques.

Designed to serve as a basic program for:
1. General (or generic) methods in special education (noncategorical survey of methods for special education majors).
2. Methods of teaching learning disabeled children.
3. Behavior modification (Analysis and Modification of Behavior).
4. Diagnostic-prescriptive teaching (including continuous assessment).
5. Precision teaching.

Can also serve as core or supplemental material for:
1. Methods for teaching learning disabled.
2. Methods for teaching emotionally disturbed.
3. Methods for teaching mildly and moderately retarded.

Selected parts of the program can be used as supplements to:
1. Diagnosis, assessment, or evaluation of exceptional children (particularly Modules 2, 3, and 4).
2. Curriculum courses (particularly Modules 4, 5, and 7).
3. Survey courses (particularly Module 1 and parts of Module 5).
4. Field observation of practicum work.

Brief Description: Each module in the worktext explains key concepts and procedures, and then the audiovisual materials demonstrate how real teachers work with a variety of handicapped learners.

Students interact with text and media to assess their development of full mastery.

The program is flexible enough for use in self-paced, individualized or group-paced, classroom instruction, and works effectively in a combination of class meetings and individual work.

The program is both interactive and illustrative in the sense that the student uses text and media both for demonstration and for practice. 1976.

The audiovisual materials are available in a number of formats in order to meet a variety of needs and hardware.

Contact Persons: Owen R. White and Norris G. Haring, both, Experimental Education Unit, University of Washington.
Address and Phone: Charles E. Merrill Publishing Company, A Bell and Howell Company, 1300 Alum Creek Drive, Box 508, Columbus, Ohio 43216

Additional Description: Features: 1) Prepares students in a comprehensive set of methods for teaching exceptional children. 2) Focuses on observable academic and social classroom behaviors rather than on categories or labels. 3) Presents material in small, easy-to-acquire steps. 4) Reviews concepts and procedures at strategic points. 5) Demonstrates and provides practice through multimedia with each procedure as it is used in real classrooms by a variety of teachers. 6) Provides for regular and frequent self-assessment of skill mastery. 7) Serves as valuable preparation for, or addition to, field observation and practicum work. 8) Serves as student-paced or instructor-paced material; functions as core or supplemental material for a wide range of special education courses.

Contents:

Module 1: An Introduction to a Different Way of Learning. Part 1 Teaching Is... MEDIAPAK A The Process of Teaching Part 2 How This Package Will Proceed. Module 2: Assessing Children: Movements and Measurements. Part 1 This Child is an Individual Because... MEDIAPAK B This Child is an Individual Because... Part 2 The Movement Cycle: A Precise Target for Precise Instruction MEDIAPAK C Movement Cycles MEDIAPAK D (1)David's Management Movements (2) Mike's Management Movements. Module 3: Assessment Results: Changes and Charts. Part 1 The Count: A Record of Movement Part 2 Collecting the Counts MEDIAPAK E Counting the Movements of Children MEDIAPAK F I Can Do It Myself! MEDIAPAK G Practices in Counting Part 3 Movement Cycle Counts: Adjustments, Limits, and Change Part 4 Charting the Course of Progress MEDIAPAK H A Picture of Progress MEDIAPAK I Using the Finder MEDIAPAK J Charting Can Be Fun Module 4: What to Do before the Children Arrive...and Shortly Thereafter. Part 1 What's It All About? Part 2 Probing a Child's Behavior: The Preparation of Inventories Part 3 Probing a Child's Behavior: The Administration of Inventories MEDIAPAK K Probing a Child's Behavior: Initial Assessment. Module 5: The Paln: A Prescription for Progress. Part 1 A time and Place for Everything Part 2 Getting the Movement Started MEDIAPAK M Materials for Movement MEDIAPAK N Instruction for Movement Part 3 Consequences: A Reason for Movement MEDIAPAK O Consequences: A Reason for Movement Part 4 A Plan for Every Purpose. Module 6: Is It Working: Part 1 Deciding before It is Too Late MEDIAPAK P (1) Alfred's Reading Program (2) Deciding before It is Too Late Part 2 Selecting a New Plan Module 7: Building from Experience. Part 1 Basic Tools for Describing What Happened. MEDIAPAK Q (1) Finding a Line of Progress (2) Describing Lines of Progress Part 2 Did It Work-Will It Work? MEDIAPAK R (1) Describing Changes in Performance (2) Interpreting Performance Changes Part 3 Evaluating Programs and Curricula. Module 8: Quick Guides: 1) The Process of Exceptional Teaching 2) Common Quantitative Formulas and Procedures 3) Guildelines for Precise Assessments 4) Charting Conventions 5) Minimum Celeration 6) Plans for Each Phase of Learning 7) The Split-middle Line of Progress 8) Program Evaluation.

Components: 1)Eighteen individual MEDIAPAK components, containing over 100 minutes of sound and film of teachers and classes which use Exceptional Teaching daily. 2)Worktext. 3. Instructor's Guide. 4. Module Overviews and Additional Exercises. 5. Transparent Finders for student use with the text and extra Behavior Charts for instructor or student use. Text: $12.95; Media $995 - $1495/complete set (depending on format).

FORE

(Fundamentals, Operations, Resources, Environment)

Purpose: System FORE is an individualized instructional system for teaching the three basic skills of language, reading, and math. It includes developmental sequences of skills, birth to prevocational skills in all three areas, assessment inventories, individual and group record keeping instruments, a materials retrieval system, and procedures for establishing learning centers. As a general system for individualizing instruction, System FORE is a possible method of individualizing instruction to handicapped children in the "mainstream."

Brief Description of Materials or Service: System FORE is comprised of the components--Fundamentals, Operations, Resources, and Environment:

Fundamentals: are sequences of pupil objectives that provide the teacher with specific information about "what to teach." These include language sequences, reading sequences, and math sequences.

Operations: help the teacher establish "where the pupil is" and "where he is going." These include the assessing of pupils, determining of objectives, and the grouping of pupils.

Resources: are lists of instructional materials which can be used by the teacher to teach specified objectives. Specific parts of commercial and other materials are identified which relate to specific objectives. Procedures for establishing a materials list of catalogue, and a retrieval system in a region, district or school are included.

Environment: is the classroom arrangements which enables pupils to work on planned educational activities with appropriate materials. These are Learning Centers.

Together the components of System FORE offer a system of individualized instruction for individual teachers, schools, school districts, or regions. System FORE is primarily an instructional resource and therefore would be most appropriate for teachers currently in service.

Contact Persons; Addresses, Phones:

Bob Williams, L.A. Unitifed School District, Special Education Division
450 N. Grand Avenue, Los Angeles, California 90014

Alan Reeder, NWLRS, Clinical Services Building, University of Oregon,
Eugene, Oregon 97403 (503) 686-3591

California Learning Resource System, 600 S. Commonwealth Avenue, Suite 1304,
Los Angeles, California 90005 (213) 381-2104

Additional Description: The Los Angeles Unified School District received a Title ILI, ESEA grant to operate a project titled, "Assessment-Service Centers for the Handicapped." This project was designed to develop, field test, and implement, over a three-year period, a system for individualizing instruction in language, reading, and mathematics. "System FORE" was the produce of that project.

Any system for individualizing instruction must consider a complexity of factors. From the pupil's point of view, every attempt should be made to assure that the pupil (1) knows where he is instructionally, (2) knows where he is going, (3) does not fail, and (4) compares himself with himself rather than his peer group. In addition, the system must provide the teacher with the following: measurable objectives sequentially arranged, means for determining pupil's beginning instructional levels, means for measuring and recording pupil progress, means for providing and utilizing appropriate instructional materials, and means for delivering instruction at each pupil's developmental level.

"System FORE" considers all of these factors and reduces their complexity within the four basic components of the system. The first of these components--fundamentals--although initially concerned with language, reading, and mathematics, can, and in future revisions will, consider other academic skill areas as well as such fundamentals as motor skills, self-help skills, occupational skills, etc. In addition, new sequences of objectives and instructional resources are continually being added to the system. The entire system is being used currently in various parts of the country.

THE HANDICAPPED CHILD IN THE REGULAR CLASSROOM

Purpose: This textbook is intended to guide the regular classroom teacher in working with the handicapped child.

Brief Description: This text places the education of handicapped children in historical perspective before discussing recent programming efforts. The authors then consider children with impairments of vision, hearing, speech and health; as well as children who are crippled, learning disabled or behaviorally disordered. Also included are chapters on children with limited intellectual capacity; and the influence of teacher attitudes on levels of expectation.

This 234 page textbook and separate instructor's manual might be useful for introductory preservice or inservice training for all regular classroom teachers. 1976.

Contact Persons: Bill R. Gearheart and Mel Weishaln (authors),
University of Northern Colorado

Address and Phone: C.V. Mosby Company
11830 Westline Industrial Drive
St. Louis, Missouri 63141
(800) 325-4177

Additional Description:

Gearheart, B.R. and Weishahn, M. The handicapped child in the regular classroom. St. Louis: C.V. Mosby Company, 1976. $10.50

Baker, C.L. Instructor's manual to accompany "The handicapped child in the regular classroom." St. Louis: C.V. Mosby Company, 1976.

Contents:

A historical and philosophical base for education of the handicapped.
Present framework for services for the handicapped--vectors and influences.
Strategies and alternatives for educating the hearing impaired.
Strategies and alternatives for educating the visually impaired.
Educational modifications and adaptations in education of the crippled and other health impaired
Speech problems
The learning disabled and mildly mentally handicapped
Strategies for working with troubled students
The importance of good personal interaction (or what it's really all about)
Appendices

INDIVIDUALIZED LEARNING MATERIALS (ILM) FOR
TEACHERS, SUPERVISORS, PRINCIPALS, & CENTRAL STAFF

Purpose: ILM Learning Programs consist of series of learning modules (LMs) which are designed for the development of competencies needed by teachers, supervisors, and administrators of educational programs. Each LM is based upon a format that is individualized and competency based. Laboratory prepared, field tested modules are available in this series for the areas of: improvement of teaching, instructional supervision, educational program planning and development, and the principalship.

Brief description: Learning activities within each module are arranged in the following sequence:

Identification of competency(ies) and initiation of a log
Taped flip-chart presentation
Sources for further investigation
Individual study
Learning group activities where appropriate
Performance product
Evaluation of learning materials and completion of Log

Materials are provided to guide you in each phase of activity for each LM. However, this is not a programmed sequence. These materials can be used for your own purposes and in your way.

Individualization is designed into each LM in three ways: by your selection of content, pacing, and depth of study to be attained. You control your own learning by deciding the content, pacing, and depth of study you select in terms of the competencies you wish to develop.

Contact person: Lloyd E. McCleary, Educational Administration, University of Utah (author)

Address: ILM Publishers, Inc.
1470 Wilton Way
Salt Lake City, Utah 84108

Additional description: An ILM module includes:

Manual
- Competency Model
- Individualization Concept
- Learning Format

Supplementary Materials
- Validated Competency Statements
- Competency Profile Forms
- Content Analysis of Modules
- Other Materials Needed for Specific Modules

Cassette Tape and Flip Charts
- For Sound/Visual Presentation

Study Guide
- Log Sheet
- Sources for Investigation
- Individual Study Guide
- Learning Group Guide
- Performance Product Suggestions
- Evaluation Form

Each module contains materials for five individuals. Packets with any combination of study materials may be ordered by arrangement. ($26.50 per module)
Expendable, soft-ware materials may be reordered.
Flip-chart binder as shown is provided with each set of eight modules purchased.
Qualified consultants are available in every part of the country--lists available on request.

The Teaching Act
The Teaching-Learning Process
Lesson Planning
Teaching Assessment: Content Analysis
Teaching ASsessment: Interaction Analysis
Interaction Analysis Matrix Interpretation
Teaching Assessment: Climate Analysis
Models of Curriculum Development
Learning Theory: Four Basic Theories
Principles of Learning
Role of the Supervisor
Elements in Educational Program Planning
Forces in Educational Planning
Revolution as a Concept of Change
Program Purposes in Education
Instructional Objectives
Content & Process of Instruction
Planning of Instruction: Organizational Concerns
Exemplary Programs in Early Childhood Education
Exemplary Programs in Elementary Education
Programs of the Middle School
The Secondary School Program
Programs in Higher Education
Role of the Principal
Toward a Helping Relationship
Communication and School Organization
Communication and Interpersonal Relations
School Organization as a Social System
Working with the Community
Conflict-Management and Resolution
Shared Decision Making
Time Management
Student Discipline: Issues and Conditions
Student Discipline: Applications in Schools
Evaluation--Purpose and Design
Evaluation--Date Collection
Evaluation--Data Description and Analysis
Evaluation Hypothesis Testing
Normal Curve, Probability and Prediction
T-Test: Confidence Intervals, Levels of Significance
Organization: A 3-part Module (Price is $29.5[illegible] and is not included in the 8-module price.)
MBO: Principles and Concepts
MBO: Applications to Schools
Organizational Analysis and Change
Organizational Analysis and Change: Process and Application
The Delphi Technique
Improving College Teaching: Examplary Programs
Program Development: Matrix for Decision-Making

LEADERSHIP TRAINING INSTITUTE/SPECIAL EDUCATION

Purpose: The purpose of the LTI is to foster communication and the sharing of ideas in its area of concern. The LTI attempts to disseminate proved ideas and practices as widely as possible. LTI services would be equally useful to preservice and inservice training projects and cover a broad range of ages and handicapping conditions.

Brief Description of Materials or Service: Provides technical assistance and consultation on a project or contract basis to federally funded projects concerned with mainstreaming and teacher training. Currently these include the so-called "Deans' Projects." The LIT also provides where possible information and referral on matters related to special education and "mainstreaming" training by individual request, and has developed several publications on these topics.

Contact persons: Maynard C. Reynolds, Director; and Karen Lundholm, Assistant to the Director.

Address and phone: Leadership Training Institute
253 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
Telephone: (612) 373-4854

Additional description: Publications of the LTI include:

Mainstreaming: Origins and Implications, Minnesota Education 2(2), 1976 (To be reprinted by the Council for Exceptional Children, Reston, Virginia)

M.C. Reynolds & M.D. Davis (Eds.) Exceptional children in regular classrooms. Minneapolis, MN: Dept of Audio-Visual Extension, University of Minnesota, 1971.

M.C. Reynolds (Ed.) Psychology in the schools: Proceedings of the conference on psychology and the process of schooling in the next decade. Minneapolis, MN: Dept of Audio-Visual Extension, University of Minnesota, 1971.

M.C. Reynolds (Ed.) Special education and school system decentralization. Minneapolis, MN: Leadership Training Institute/Special Education, University of Minnesota 1975.

M.C. Reynolds (Ed.) National technical assistance systems in special education: Report of the conference in Washington, D.C. (May 1974). Minneapolis, MN: Leadership Training Institute, University of Minnesota, 1975.

H.H. Spicker, N.J. Anastasiow, & W.L. Hodges (Eds.) Children with special needs: Early development and education. Minneapolis: Leadership Training Institute, University of Minnesota, 1976.

With The Council for Exceptional Children:

E.N. Deno (Ed.) Instructional alternatives for exceptional children. Reston, VA: The Council for Exceptional Children, 1973.

S. Thiagarajan, D.S. Semmel, & M.I. Semmel. Instructional development for training teachers of exceptional children. A sourcebook. Reston, VA: The Council for Exceptional Children, 1974.

J.W. Birch. Hearing impaired children in the mainstream. Reston, VA: Council for Exceptional Children, 1975.

J.W. Birch, Mainstreaming: Educable mentally retarded children in regular classes. Reston, VA: The Council for Exceptional Children, 1974.

W. Hively & M.C. Reynolds. Domain-referenced testing in special education. Reston, VA: The Council for Exceptional Children, 1975.

R.A. Weinberg and F.H. Woods (Eds.) Observation of pupils and teachers in mainstream and special education settings: Alternative strategies. Reston, VA. The Council for Exceptional Children, 1975.

C.A. Parker (Ed.) Psychological consultation: Helping teachers meet special needs. Reston, VA: The Council for Exceptional Children, 1975.

In Preparation

E.N. Deno. Mainstreaming: Learning disabled, emotionally disturbed, and socially maladjusted children in regular classes. (1976)

G. Martin and Others. Mainstreaming: Visually impaired children in regular classes. (1976)

R.A. Jones (Ed.) Mainstreaming: The minority child in regular classes. (1976)

LEARNING OPPORTUNITIES FOR TEACHERS

Purpose: Learning Opportunities For Teachers (L.O.F.T.) is designed to train teachers exactly like they are encouraged to teach. The training process proceeds through five instructional management systems which sensitize the participant to the effects of possible current practices before proceeding to exploring and modeling the effects of more accommodative instruction. The training content is designed to provide the competencies for social interaction problem solving (discipline) and concept teaching and materials management.

Brief Description of Materials or Service: There are a total of 18 LOFTS and an assessment of instructional practices kit with follow-up materials. The training room is organized into learning centers with correlated games, show and tell materials, problem solving, self instruction, directed instruction and reading articles. A filmstrip center is also available on request. A trainer manual, 18 games, 230 transparencies, 120 problem solving cards, 240 show and tell examples, and 90 reading articles comprise the training content. 1976.

The L.O.F.T. is being used at both the university and school system levels for preservice and inservice teachers.

Contact Person: Barry Dollar (author)

Address and Phone: Accelerated Learning Systems, Inc.
2873 16A Street N.W.
New Brighton, Minnesota 55112
(612) 636-6709

Additional Description: The individual L.O.F.T. names are as follows:

1. Problem Solving Model
2. Consequences
3. Reinforcing Consequences
4. Punishing Consequences
5. Creating Reinforcers
6. Schedules of Reinforcers
7. Analyzing and Solving Problems
8. Contracts
9. Indirect Reinforcement Systems
10. Accommodating Differences
11. Specifying Concepts
12. Analyzing Tasks
13. Correcting Tasks
14. Sequencing Tasks and Concepts
15. Correlating Tasks
16. Testing Concepts
17. Accommodating Changing Differences
18. Learning Resource Management

Assessment of instructional practices in terms of:

a. Learning Content
b. Learning Style
c. Learning Rate
d. Learning Environment

LET'S SERIES MODULES

PREPARING REGULAR EDUCATORS FOR MAINSTREAMING

(Project PREM)

Purpose: The Project PREM Let's Series Modules are designed to develop cognitive and attitudinal competencies for working with mildly handicapped students in the regular classroom.

Description: This series of ten training modules in the form of individual learning packets could be used for both pre-service and in-service training of regular educators, and is adaptable for use with supervisors, administrators, and principals. The modules are competency-based and field tested. 1976.

Contact person: Donna Denney Haughton, Coordinator, Project PREM

Address and phone: EDB 210
The University of Texas at Austin
Austin, Texas 78712
(512) 471-4161, Ext. 39

Additional description:

The Let's Series modules is a series of 10 competency-based field tested training modules in the following areas:

1. Attitudes of teachers
2. The concept and implementation of mainstreaming
3. Characteristics and educational implications for handicapping conditions
4. Individualizing instruction
5. Communication skills development
6. Social and academic integration of handicapped children into the regular classroom
7. Testing and observation techniques
8. Behavioral management techniques
9. Sources and development of instructional materials
10. Career education adaptations.

Each module contains a prospectus, goals and objectives, flow chard, pre-test, specific objectives, learning alternatives, self-assessment inventories, and a post-test.

The packets are available for cost of reproduction.

THE LEXINGTON TEACHER TRAINING PROJECT

(Integration of Children with Special Needs in a Regular Classroom)

Purpose: The Lexington Teacher Training Project is designed to help teachers recognize and work with individual differences that affect children's learning development. It is also intended to help special education teachers apply their skills in the setting of the regular classroom. The overall purpose is to enable teachers to integrate students with special learning problems into the regular classroom -- now an important part of the movement toward individualized instruction.

Brief Description: These materials consist of ten color video tape programs of from nineteen to thirty minutes, each with a printed guide.

Children with learning disabilities are looked upon as being like all children: they have special strengths and special needs. To deal with the disabilities, which range from mild perceptual problems to severe mental retardation, teachers are shown a variety of teaching techniques as they are practiced in actual classrooms. Such methods include early assessment and diagnosis as well as activities devised to treat specific problems in handwriting, reading, and mathematics.

Throughout the programs the emphasis is on practical, effective techniques that any resourceful teacher can use on a step-by-step basis. Teachers are helped to identify problems accurately and then to solve them through carefully designed and monitored methods. For each of the ten programs there is a detailed guide that contains suggestions for working with every child as an individual, specific objectives, discussion questions, pre- and post-tests, bibliographies, extensive background information on particular learning disabilities, and suggested solutions to the problems examined in the programs. In addition, there is a comprehensive guide to all ten programs for workshop discussion leaders.

The series was produced by the Lexington, Massachusetts, Public Schools with funds from the U.S. Office of Education through Title III(ESEA) and Title VI(Education of the Handicapped Act) grants. 1974.

Addresses and phones:

Agency for Instructional Television
Box A
Bloomington, Indiana 47401
Phone: (812)339-2203

AIT Southern Office
333 Sandy Springs Circle, N.E.
Atlanta, Georgia 30328
Phone: (404)252-6525

AIT Midwestern Office
10909 West Bluemound Road
Wauwatosa, Wisconsin 53226
Phone: (414)475-1020

AIT Eastern Office
2009 North 14th Street
Arlington, Virginia 22201
Phone: (703)527-7232

AIT Western Office
1670 South Amphlett Boulevard
San Mateo, California 94402
Phone: (415)574-3437

Additional description:

1. Diagnosis and Educational Planning. A teacher, a physician, and a psychologist work together in a simulated evaluation of a student. Each specialist administers a set of tests to the boy, and then the three, acting as a team, summarize their findings in preparation for informing his family and reporting their specific recommendations in writing. The program demonstrates how such professional cooperation and interaction can be employed to produce for the student both a comprehensive diagnosis and an appropriate educational program.

2. Early Assessment: Step to Planning. A kindergarten teacher considers the children in her class and is concerned that several may have marked learning and behavioral problems in later years. The program follows her efforts to get a clearer sense of the children's needs and to adapt her own programs to meet those needs.

3. After Assessment. A kindergarten classroom is arranged in groups for auditory, motor, visual-motor, and visual-perception skills. While the children work independently, the teacher works with one of the groups. The varied levels of skills at which the children perform are closely observed.

4. Every Child Can Learn. The class is a combined third and fourth grade of fifty-plus children, team taught by math and reading teachers. The opening sequence is a math lesson in which one teacher guides students into groups and then works with those who need a more structured lesson.

5. Together They Learn. Retarded primary level children are shown working in different kinds of groups in an integrated class. A special educator, the regular teacher, and an aide offer all the children opportunities to work independently, in small groups, or in individual tutoring situations. The program focuses on math, reading, and science segments that demonstrate a range of teaching techniques. Playground activities that all the children share and enjoy provide further evidence of the success of this school's integration process.

6. Correcting Handwriting Problems. While a class of primary students work in different subject groups, their teacher helps those who have problems in visual-perception.

7. Mastering Math Skills. Third- and fourth-grade children are arranged in three groups after the results of a regularly given timed math test have been graphed to show their progress.

8. Reading and Learning Styles. Students in a first- and second-grade class are grouped for a lesson according to their reading levels and learning styles.

9. Developing Children's Languages. The program focuses on first-grade students of diverse racial, cultural, and national backgrounds.

10. Every Student is Different: The High School. The opening sequence dramatized ineffective teaching and the negative reactions of students. In this instance the teacher involved asks for help from a learning specialist, who offers concrete recommendations. Other scenes show a variety of teaching techniques in action and the successful responses they seem to elicit.

Videocassette copies of the ten programs can be purchased for audiovisual use at a cost of $200 for each program cassette. Fifteen copies of the appropriate guide and one copy of the discussion leader's guide are included with each cassette ordered. A ten percent discount is granted if all ten program cassettes are purchased at one time. Previews of representative lessons are available on request at no charge to those interested in considering this series for in-school use from the above addresses.

NATIONAL CENTER FOR EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED

Purpose: The program of the National Center for Educational Media and Materials for the Handicapped (NCEMMH), Specialized Offices (SOs), and Area Learning Resource Centers (ALRCs) help regions, states, and localities to provide media, materials, and educational technology resources for handicapped learners.

The ALRC/SO/NCEMMH program provides supportive services so that the following general goals may be achieved:

1. Where appropriate materials do not exist to meet the needs of handicapped students -- needed materials can be made available through adaptation/modification of existing materials and/or development of new materials to meet identified student needs.
2. Where users of materials are not aware of existing materials that will meet the needs of the handicapped -- information about relevant and usable materials and media will be made available to the potential user.
3. Where users know about the availability of existing materials that will meet needs of handicapped students, but do not have physical access to these materials -- materials will be made accessible on a convenient basis.
4. Where materials are accessible but the potential user does not know how to use them effectively -- users will have access to information and assistance in the use of materials.

Brief Description of Materials or Service: A total of 13 regional ALRCs, 4 specialized offices, and the national center (address below) provide consultation, information, and technical assistance consistent with the above goals.

Address and phone:

Area Learning Resource Centers

Region Center

1 Northwest ALRC
University of Oregon
Clinical Services Building
Third Floor
Eugene, Oregon 97403
(503) 686-3591

2 California LRC
600 South Commonwealth Ave.
Suite 1304
Los Angeles, California 90005
(213) 381-2104

3 Southwest ALRC
New Mexico State University
Box 3AW
Las Cruces, New Mexico 88003
(505) 646-1017

4 Midwest ALRC
Drake University
1336 26th Street
Des Moines, Iowa 50311
(515) 271-3951

5 Texas ALRC
University of Texas/Austin
College of Education Bldg.
1912 Speedway
Austin, Texas 78712
(512) 471-3145

6 Great Lakes ALRC
Michigan Department of Education
P.O. Box 420
Lansing, Michigan 48902
(517) 373-9433

7 ALRC #7
Educational Media and Info. Service
Dept. for Exceptional Children
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-2436

Region Center

8 Ohio ALRC
933 High Street
Worthington, Ohio 43085
(614) 46602650

9 Northeast ALRC
168 Bank Street
Hightstown, New Jersey 08520
(609) 443-5753

10 New York State ALRC
55 Elk Street
Room 117
Albany, New York 11234
(518) 474-2251

11 Natl. Learning Resource Center of Pennsylvania
Ansley Building
Old Easton Road
Doylestown, PA 18901
(215) 265-3706

12 Mid-East ALRC
University of Kentucky
123 Porter Building
Lexington, Kentucky 40506
(606) 258-4921

13 Southeast LRC
Auburn University/Montgomery
Montgomery, Alabama 36109
(205) 279-9110, Ext. 258

Serving all ALRCs
NCEMMH Coordination Services for ALRCs
National Center on Educational Media and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210
(614) 422-7596

Specialized Offices

Special Office for the Visually Impaired (S1)
American Printing House for the Blind
1839 Frankfort Avenue
Box 6085
Louisville, Kentucky 40206
(502) 895-2406

Specialized Office for the Deaf and Hard of Hearing (S2)
University of Nebraska/Lincoln
175 Nebraska Hall
Lincoln, Nebraska 68588
(402) 472-2141

Specialized Office Three (S3)
467 Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-7851

Special Office for Materials Distribution (SOMD)
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401
(812) 337-2853--Main Office
(812) 337-1511--Circulation Dept.

Additional Description: Although each ALRC is responsible for activity in the above areas, the ALRC is not intended to be a heavily training-oriented center. It is intended that the ALRC will provide facilitative and supportive services which will assist local and other training agents and institutions to respond to the training needs of special educators in relation to instructional media and materials production, selection, and utilization.

NATIONAL INSTRUCTIONAL MATERIALS INFORMATION SYSTEM (NIMIS)

Purpose: NIMIS is a computer-based on-line interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials in the field of special education. Its ultimate objective is to provide users with as much information describing educationally appropriate special education instructional materials as is available and feasibly reportable.

Brief Description of Materials or Service: An on-line interactive retrieval system enables an individual to converse with a computer, asking questions and getting immediate answers. The answers are given in the form of information that includes bibliographic information and abstracts or descriptions of the material. Each NIMIS entry includes, if available, items of identification such as the following: author, title, publisher, price, abstract/description.

Contact Person: Joseph P. Florio
Information Specialist

Address and Phone: National Center on Educational Media and
Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

(614) 422-7596

Additional Description: NIMIS provides descriptive information concerning instructional media and materials for a nationwide audience. The system now contains information on two types of materials:

Child-use instructional materials -- materials used by the teacher and/or child interacting in the process of education, diagnosis, instruction, and evaluation.

Teacher training materials -- instructional materials used to train or assist teachers or teachers-to-be in the selection, utilization, design, or adaptation of media, materials, and educational technology (such as how to operate instructional equipment or how to make and use transparencies).

Eventually, two additional types of materials will be included:

Measurement and evaluation materials -- materials designed for use to evaluate, measure, and diagnose the current skills of a handicapped child.

Prototype materials -- materials of an experimental or one-of-a-kind nature that have been developed as models for possible future development.

When NIMIS is in full operation, it is expected that about half the entries will be for non-print materials such as instructional kits, teaching machines and programs, films, video cassettes, audio cassettes, filmstrips, games, toys, or transparencies.

Teachers or parents should first contact their local, metropolitan, or state learning resource center. Appropriate instructional materials may be available from them. If not, persons at these local centers can help the teacher formulate a request to NIMIS through the nearest ALRC. Persons who do not know where their closest local center is should contact the nearest ALRC. (See list under NCEMMH)

In order to make a thorough search, five items of very specific information are necessary:

1. Disability or handicapping condition.
2. Educational level of material needed.
3. Curricular area or general content area.
4. Specific concept or skills in that area.
5. Format of materials needed.

ALRCs can also provide information about how new materials can be added to the NIMIS system.

THE PREPARATION OF REGULAR CLASSROOM TEACHERS TO WORK WITH STUDENTS WITH SPECIAL LEARNING PROBLEMS: A PRESERVICE TRAINING PROJECT

Purpose: The purpose of the project is to provide college faculty with suggestions and materials which can be used to prepare the regular classroom teacher to work with children with special needs. Materials are aimed primarily at preservice preparation, elementary and secondary.

Brief Description of Materials or Service: These materials consist of a set of 25 units each with goals, objectives, activities, evaluation, resources identified. The materials are for the instructor's use as a guide and are designed for maximum flexibility. The instructor may select any number of units or parts of units, and sequence which seems logical. The materials are currently in the form of a large three-ring notebook. 1974-75.

Contact Person: Clifford D. Baker, Project Director

Address and Phone: Department of Special Education and Rehabilitation
University of Northern Colorado
Greeley, Colorado 80639

(303) 356-9500

Additional Description: The individual units are as follows:

Section A - General

1. Overview of Handicapping Conditions
2. Mainstreaming: Who and Why:
3. Delivery Systems
4. Understanding Students
5. Recognition of Teacher Attitudes
6. Pupil-Teacher Interaction
7. Learning Styles
8. Identification
9. Referral Process and Staffing
10. Behavior
11. Alternative Methods of Measuring Student Progress
12. Individualized Instruction
13. Facilitating the Integration Process
14. Media Materials

Section B - Elementary

15. Reading for Children with Special Needs
16. Math for Children with Special Needs
17. Spelling for Children with Special Needs
18. Handwriting for Children with Special Needs
19. Language for Children with Special Needs
20. Science for Children with Special Needs
21. Physical Education for Children with Special Needs
22. Music for Children with Special Needs
23. Art for Children with Special Needs
24. Social Studies for Children with Special Needs

Section C - Secondary

25. Adapting Curricula for Handicapped Students at the Secondary Level

THE PRINCIPALS TRAINING PROGRAM

Purpose: This training program is designed to achieve the following objectives:

Objective 1: Each participant will be able to demonstrate an understanding of the rationale for returning the handicapped child to the regular classroom.

Objective 2: Each participant will be able to demonstrate an understanding of alternate administrative and instructional arrangements for programming for handicapped students in the regular classroom.

Objective 3: Each participant will be able to demonstrate the skills necessary to administer a building special education program.

Brief description of materials or service: To achieve the objectives, a problem centered training program has been developed which is supported by a wide variety of media (audio, visual, and print). The instructional strategies include independent, small group, and large group settings with the major emphasis placed on the small group. Participants will be expected to gather and analyze data related to a variety of problems and share the data with group members. 1975.

Contact person: Donroy Hafner, Director

Address and phone: Instructional Services
Education Service Center, Region XIII
6504 Tracor Lane
Austin, Texas 78721
Tel.: (512) 926-8080

Additional description: The kit contains the following resources:

1. A Leader's Manual, describing program sequence, activities, suggested workshop schedules, and optional activities with sample handouts which can be duplicated at the discretion of the leader. More specifically the Leader's Manual provides the following:
   a. general workshop organization, small group organization, suggested timelines, and abstracts for each film, filmstrip, and reprint utilized in the training program
   b. a separate section devoted to each workshop objective which includes activity descriptions, leader scripts, participant material (printed on green paper and in the same order as they appear in the Participants' Manual), and scripts for the filmstrips
   c. an appendix which includes materials for optional activities (these materials can be duplicated without prior permission), checklist of resources, and a glossary.
2. Instructional media which includes 8 filmstrips/audio cassettes, two 16mm color films, and 7 transparencies. The use of all media is described in the Leader's Manual.
3. A Participants' Manual is included for the leader as reference material even though all the materials in the Participants' Manual are also included in the Leader's Manual. Enough copies of the Participants' Manual can be obtained for each workshop participant. It can be either consumable or nonconsumable, depending on how the leader wants to organize the workshop.
4. A Book of Readings is included which contains all the reprinted articles to be utilized by participants in their problem solving activities.

Note: A similar Teacher Training Program is also available.

PUBLIC LAW 94-142

(The Education for All Handicapped Children Act of 1975)

Purpose: This multi-media package was developed to help the field understand the many facets of P.L. 94-142, The Education for All Handicapped Children Act of 1975.

Brief Description: Included in the package are three captioned filmstrips and three audiocassettes, each designed to meet the needs of a different audience. A copy of the law, a question-and-answer document, and a printed copy of the script for each filmstrip is also included. Each script has a table of contents highlighting the issues presented on the accompanying filmstrip. Portions of the law upon which the narrative was based are reproduced in the printed copy of the script. Other laws and suggested resources have also been referenced in the scripts to help the presenter locate relevant material for expanded discussion. The law itself and the question and answer document may be duplicated for distribution to participants. The media package was designed to be used with an ordinary filmstrip projector and a cassette player. Audible bleeps on the cassette tape signal when to advance the filmstrip. 1976.

Address and Phone: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, (703) 620-3800

Additional Description: The three filmstrips in the package are as follows:

Introduction to Public Law 94-142 (time 20 minutes)

This material presents an overview of the law and is appropriate for anyone who wishes to gain familiarity with the main features of the Act's provisions. Although there is some overlap of concepts presented in all three filmstrips, the style of each presentation is different. The introductory filmstrip uses both photographs and drawings to illustrate the material. By reviewing the scripts in advance, a presenter can decide if the audience could benefit from viewing the introductory material before seeing either of the other two filmstrips.

Complying with P.L. 94-142 (time: 20 minutes)

This filmstrip was prepared for administrators who are responsible for developing and implementing State Plans and local applications.

Three cartoon type characters are featured in this presentation: the yellow ball representing LEAs, the blue ball which stands for SEAs, and the orange ball, which depicts the U.S. Commissioner of Education. The role of each agency is clearly illustrated throughout the filmstrip. Portions of the Joint Explanatory Statement of the Committee of Conference are included in the printed script to clarify certain aspects of the law.

P.L. 94-142 Works for Children (time: 14 minutes)

This presentation shows how P.L. 94-142 makes a difference in the lives of handicapped children and their families. It provides information to parents and advocates about the educational services and safeguards guaranteed by the act.

Photographs, depicting the effects of the law on the education of three children with different handicapping conditions, illustrate the provisions of the Act. The printed script includes portions of the regulations on confidentiality and suggests specific resources for further information on due process and the role of the parent surrogate.

Price: $50.00

SPECIAL EDUCATION ADMINISTRATION SIMULATION IN MONROE CITY

(SEASIM)

Purpose: SEASIM curriculum experiences will provide individual participants with processes for assessing the quantity and content of information they presently have as resources for dealing with specific problems. The major goal of SEASIM is to increase behavioral repertoire (skills and strategies) utilized by the participants.

Through use of the SEASIM package, participants will have the opportunity to increase the numbers and kinds of responses, solutions, and strategies available for solving problems encountered in their job environments in light of the following:

1. specific objectives they have developed,
2. their rationale for selection of specific objectives,
3. resources they have identified as being necessary and available for implementing their strategies,
4. a process for evaluating the strategy decision.

Brief Description of Materials or Service: SEASIM is a multimedia simulation package consisting of an instructor's manual, background booklet, case studies, office files, phone call interruption, films, filmstrips, audio tapes, transparencies, other expendable materials, and a series of other stimulus items. SEASIM is useful for preservice and inservice training of administrators and regular as well as special educators. SEASIM can be used as a complete package, or components can be selected to meet specific user needs.

Contact Person: Richard Podemski
Associate Director

Address and Phone: University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

(614) 422-2564

Additional Description: The package consists of the following six major areas of focus:

1. Continuum of services, which includes process and content material on organizational theory; status of special education; relationship of special education and regular education; philosophies underlying continuum of services such as individualization of instruction, equal educational opportunities for all pupils, varied and diverse instructional arrangements and instructional systems;

2. Identification processes, which includes process and content material based on concepts found in #1 above and expanding the materials/sections which focus on the issues more specifically involved in segregation;

3. Placement procedures, which is built upon #1 and #2 above, and includes concepts of teamwork and other procedures, i.e., vehicles for making placement decisions about all pupils within the schools;

4. Curriculum, which includes process and content material applicable to general curruculum development and implementation and also specific process and content material, which focuses on philosophies presented in numbers 1, 2, and 3 above and emphasize factors and concerns which occur when a wholistic approach to education is used; (wholistic in this sense refers to the concept that curriculum for a school will include diverse instructional systems, some of which are presently labeled regular/special);

5. Finance, which includes process and content material applicable to implementation of programs--the finance issue is basic to all other sections in terms of making resources available for making programmatic decisions; this section also includes space allocation issues and transportation and atain tie-in with all above sections.

6. Evaluation section has the flexibility of being utilized separately as a unit, but is an integral part of each section; in each section, there is content and process materials which focus on evaluation as a process for making decisions, for administrative strategies, actions, and solutions.

(Note: SEASIM is an urban simulation situation. A simulation similar in format has been adapted for rural and sparsely populated special education administration areas by Dr. Richard Weatherman, Dept. of Educational Administration, University of Minnesota, Minneapolis, Minn. 55455 (612) 376-5052.) See: SEASIM--Rural/Sparsely Populated Areas, listed separately.

SPECIAL EDUCATION ADMINISTRATOR'S SIMULATION

(SEASIM)

FOR RURAL/SPARSELY POPULATED AREAS

Purpose: The Special Education Administrators Simulation (SEASIM) for rural/sparsely populated areas multimedia simulation package developed for training the special as well as the general educator. It is an adaptation of the Monroe City SEASIM developed by the University Council of Educator's Administration (UCEA), Columbus, Ohio. Rural SEASIM offers a generative process moving the participant from the development of information usage through its application on the job.

Brief Description: The Rural SEASIM package consists of the following seven major areas of focus in training: identification processes, placement procedures, curriculum review, delivery of service, resource allocation, evaluation and communication. In addition, an early education simulation set is available.

Rural SEASIM materials are currently available in the form of instructor's and user's manuals and are usually presented in a preservice or inservice workshop. Since some training in use of the materials is recommended, those wishing to instruct Rural SEASIM may wish to attend a Rural SEASIM workshop before using the materials.

While focused on administrators, Rural SEASIM would be useful in training virtually all school personnel. 1976.

Contact Persons: Richard Weatherman and Judith Wolf

Address and Telephone: Department of Educational Administration
University of Minnesota
300 Health Service Building
St. Paul, MN 55108
(612) 376-5052

Additional Description: Through use of the Rural SEASIM package, participants will have the opportunity to increase the numbers and kinds of responses, solutions, and strategies available for solving problems encountered in their job environments in light of (1) specific objectives they have developed; (2) their rationale for selection of specified objectives; (3) resources they have identified as being necessary and available for implementing their strategies; and (4) a process for evaluating the strategy decision.

There are a number of goals which can be identified for Rural SEASIM use in training general and/or special education administrators. Rural SEASIM is designed to assist participants to anticipate issues rather than react to a possible crisis. Rural SEASIM emphasizes both team and individual decision-making processes as desirable elements of administrative skill. Rural SEASIM focuses upon the processes of special education administration rather than upon the single role of a special education director. Rural SEASIM provides participants with insights into their own decision-making and leadership styles. Rural SEASIM, through its approximation of the reality of school administration, provides a variety of settings in which the participant must operate. Rural SEASIM employs many forms of media (audio-visual, written, data bank, critical incident) so that no single form is dominant. Rural SEASIM is designed in such a way that males and females can assume all roles in the simulation and urban and rural school issues can be represented.

The Rural SEASIM materials are generally structured into a three-day workshop experience for approximately 25 to 30 general and/or special educators. During the first day, participants are introduced to the simulation materials and assume the role of the director of special education. Throughout the remainder of the workshop, participants, through the vehicle of simulation, experience problems and issues relating to their roles in light of current educational practice.

SPECIAL EDUCATION ADMINISTRATORS TRAINING PROJECT

(SEATP)

Purpose: The Special Education Administrators Training Project (SEATP) is designed to meet a current pressing need for administrator training in Minnesota and also to serve as a model to be replicated in training administrators in other states and areas of human services.

Brief Description: SEATP is a competency-based training program developed from a systems orientation model and used for the inservice and/or preservice education of administrators to promote educational effectiveness and efficiency. While SEATP is primarily focused on training special education administration competencies, the program would be extremely useful for training principals, superintendents and school board members as well. The "program development" portion of the program would be useful training for regular educators concerned with mainstreaming: the materials are mostly self-contained and will be distributed as a large three-ring notebook. 1976.

Contact Persons: Richard Weatherman and Judith Wolf

Address and Telephone: Department of Educational Administration
University of Minnesota
300 Health Service Building
St. Paul, MN 55108
(612) 376-5052

Additional Description: SEATP's utilization of a competency-based approach is an attempt to focus on education directly applicable to the administrator's actual job. As a result, SEATP can accommodate individual educational needs; procedures developed to identify and validate competencies will promote changes in existing curricular sequences to meet changing conditions and allow replication of the model.

SEATP has seven basic features:

1. The objectives are stated as competencies of a director of special education (or other administrative position).
2. These competencies or performances are derived empirically from examination of the job which existing special education directors perform.
3. There exists an identifiable core of minimum essential competencies for all director of special education positions, despite variations in individual job descriptions, scope of authority, line or staff designation, size of program, and single or multi-district organization. These core competencies constitute the program curriculum.
4. Instruction received by a participating director of special education is based on individual needs as determined by prior and ongoing assessments.
5. Instruction is field centered, i.e., brought to the participant.
6. The types of instruction offered emphasize teaching of facts and concepts and the practice of skills relevant to performance in the position.
7. The basis for evaluation of the success of the training program is student practices, learning and performance.

The SEATP format would include training in the following broad functions:

1. Devising ways of identifying children with special needs.
2. Assessing children with special needs in order to determine what kinds of special programs and services should be provided.
3. Planning the appropriate variety of interventions or program alternatives to mediate properly between the child's special education needs and tasks of rehabilitation and/or educational development.
4. Marshalling and organizing the resources needed in a comprehensive program of special education for exceptional children.
5. Directing, coordinating, and counseling appropriately in guiding the efforts of those engaged in the special education enterprise.
6. Evaluating and conducting research in order to improve special instruction and the quality of special services.
7. Interpreting and reporting information to gain public support and influence the power structure in helping to achieve program objectives.
8. Recruitment, selection and training of competent staff.

THE TEACHER TRAINING PROGRAM (TTP)

Purpose: The TTP is aimed at building skills, concepts, and attitudes which are necessary for the regular educator to successfully mainstream handicapped students into the regular classroom. The program addresses areas of individualizing instruction, alternative behavior management strategies, and the interfacing of regular and special educator.

Brief Description of Materials or Service: The TTP is a multimedia program consisting of a facilitator manual, participant manuals, filmstrips, tapes, games, transparencies, and films. It is designed to be flexible, to provide resources to be used as a total program or in parts, to be developer free, and to practice what it preaches: individualized instructional strategies and processes. It is applicable for pre- or in-service training K-12. 1975.

Contact person: Donroy Hafner, Director

Adress and phone: Instructional Services
Education Service Center, Region XIII
6504 Tracor Lane
Austin, Texas 78721
Tel.: (512) 926-8080

Additional description: The program sequence is as follows:

Phase I - Mainstreaming Group Activities

Phase I is facilitator-directed and involves the total group or small groups in activities related to the concept of mainstreaming and the special students involved. The duration of this phase of training is approximately twelve hours.

Phase II - Skill Building Individualized Activities

Phase II focuses on skill-building and problem-solving related to individualizing and humanizing instruction. Participants work independently in small task groups at Data Banks. Each Data Bank addresses a particular concept or skill area related to individualization. Participants determine which Data Banks to work at according to their performance on a diagnostic pre-test.

The Data Bank topics are:

Assessment/Evaluation
Communication
Curriculum
Grading/Reporting
Influencing Behavior
Instructional Management
Learning Environment
Learning Style

Each Data Bank comprises approximately four-five hours of instruction.

Phase III - Implementation Take Home Reinforcement

Phase III is the "take home reinforcement" phase of the training. It describes processes and provides resources for the gradual implementation of individualized instruction. Participants are called upon to assess their own classroom setting, identify problem areas, and generate solutions for those problems, using skills they gained within the controlled practicum.

Note: A similar Principals Training Program is also available.

TEACHING CHILDREN WITH SPECIAL NEEDS

(Maryland Instructional Television Series)

Purpose: This is an introductory inservice training series for regular and special educators in the observation, identification, and management of children with special needs (K-3).

Brief Description of Materials or Service: The series consists of sixteen (16) thirty-minute lessons produced on color videotape, and a corresponding teacher's manual. 1975.

Contact Persons:

Videotapes:

Frank Batavick

Staff Specialist in Scheduling/
Aquisitions
Division of Instructional Television
Maryland Center for Public
Broadcasting
11767 Bonita Avenue
Owings Mills, Maryland 21117

(301) 356-5600, ext. 283

Manuals

Eugenia Balsley

Specialist, Curriculum/Development
Maryland State Dept. of Education
Division of Instructional Television
Garrison Forest Plaza
10317 Reisterstown Road
Owings Mills, Maryland 21117

Additional Description: The lessons are available on several tape sizes for non-broadcast use, and are available individually or as a complete series. For the full series, prices range from $816 to $1,104 depending on size, and Manuals are $1.25 each.

Preview copies of the series are available for loan on 3/4-inch video cassette only at $5.00 per set of two lessons, selected by the Division of I.T.V.

Lesson titles are as follows:

1) Preview
2) Teacher Attitude I
3) Teacher Attitude II
4) Observation of Behavior
5) Behavior Problems I
6) Behavior Problems II
7) Learning Styles
8) Oral Receptive Language
9) Oral Expressive Language
10) Informal Assessment of Reading
11) An Analytic Approach to Reading
12) A Synthesis Approach to Reading
13) Mathematical Problems I
14) Mathematical Problems II
15) The Referral Process
16) Review

UPSET IN POLYMER: AN EXPERIENCE IN MAINSTREAMING

Purpose: Although the participants in this set of role playing activities cannot be expected to come away with a predictable set of feelings or understandings, certain possible outcomes seem likely. First, these materials can help a staff cope with the anxieties about impending mainstreaming by exemplifying and personalizing some of these concerns. Second, the materials can stimulate discussion of the many problems in implementing mainstreaming within the participant's own school. Third, they can expose participants to the potential classroom use of group problems-solving strategies such as roleplaying and discussion. And finally, by increasing group and individual awareness and by introducing problem-solving techniques, these materials may facilitate planning activities in the school and participation in skill development activities which, in turn, may help solve future problems.

Brief Description: "Upset in Polymer" is a kit containing four audio tapes and six participant't manuals designed to allow participants to simulate/role play certain "mainstreaming" situations. The materials would be appropriate for both in-service and pre-service training of teachers. 1973.

Contact Person: Samuel Guskin, Project Director

Address and Phone: CITH Publications
(CITH: Center for Innovation in Teaching the Handicapped)
School of Special Education
Indiana University
2805 East Tenth Street
Bloomington, Indiana 47401

Phone: (812) 337-5847

Additional Description: Using an audio tape to provide settings and to pace the activities, and using player's booklets for further instructions, groups of five people simulate the events in a mythical school prior to, during, and just after a mildly handicapped child is integrated into a regular classroom. The participants role play and then discuss their role playing three times: once as teachers and a principal, once as teachers and parents, and once as a teacher and pupils. Then the participants simulate a planning session for the school district, thus summarizing and synthesizing their previous role playing activities. Cost $32.

MAINSTREAM TRAINING SYSTEMS, MATERIALS, AND RESOURCES:

A WORKING LIST

HELP!

In large part the usefulness of this list will depend on your ability to help us keep it current and comprehensive. In the space below (or on separate sheets) please provide us with information about resources which the LTI could share by adding to this list.

Title:

Purpose:

Description of materials or service:

Contact persons:

Address and phone:

Additional information or description:
(Please attach brochure or other descriptive information.)

Please detach and return information to a LTI staff person or to the LTI at:

Leadership Training Institute/Special Education
253 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-4854